

CHAPTER III

RESEARCH METHOD

This chapter presents the procedures used in conducting the research. It covers research design, research subject, data collections, and data analysis. Result each section is presented below.

3.1 Research Design

The study employed collaborative classroom action research because both researcher and collaborator worked together in cycle activity Latief (2012). The collaborator of this study was teachers class. The researcher used classroom action research (CAR) as the design. It is an effort to improve teacher quality in learning English in Elementary school. Latief (2012) claimed that classroom action research is an effective media in improving the quality of English teacher's performance in instruction as well as students' achievement in learning English in the classrooms. It meant that the teachers found the problems and difficulties of students in English learning process. However, teachers were required to find innovation and instruction for solving problems that can improve the quality of English learning process. This study focused on using pop-up in learning English to improve English skill to young learners.

There are four steps in classroom action research suggested by Kemmis' (1998) model namely planning, action, observation, and reflection. The steps are explained in Figure 3.1:

The action research spiral

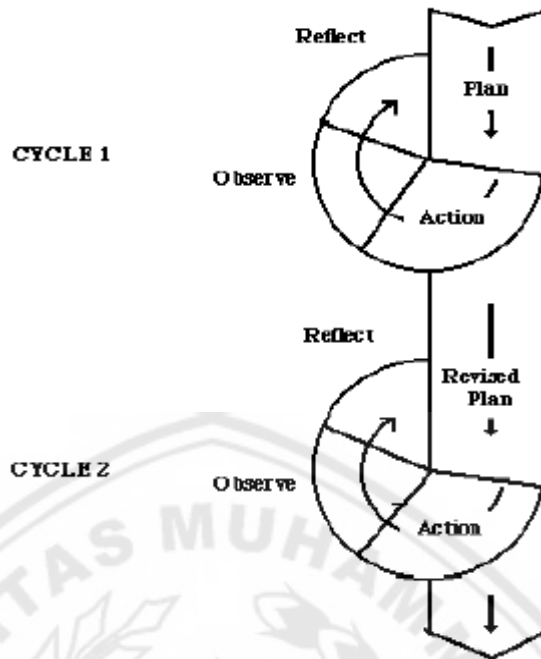


Figure 3.1. Simple action research model

3.2 Research Subject

This research was conducted at SDN 2 Gadingkulon Dau. It is located in Dusun Princi Desa Gadingkulon, Dau, kabupaten Malang. The subjects of this research were second grade involved 15 students.

3.3 Data Collection

Data collection concerns how the researcher collects the data regarding to the research. It consisted of instrument and research procedure. Each section presents as follow:

3.3.1 Instrument

Instrument was needed to record everything during the learning progress. According to Latief (2012), the instruments have to be developed based on the nature of the data to be collected. In this research, the researcher used observation and test to collect the data.

1. Observation

In CAR, observation is needed to gain the supporting data. The classroom observation or monitoring was conducted by the researcher and collaborator during the activity. The researcher used field note in observing the class because field note was needed to write students' progress while teachers were using Pop-up Book.

2. Test

The researcher gave the English test to the students. The researcher gave a worksheet and read simple sentences in front of class. The researcher needed to make test in order to know whether the English problem in SDN 2 Gadingkulon could be solved or not. Moreover, the researcher used 2 kind scoring rubric criteria adapted from Didi Sukyadi (2010). It is presented in table 3.1 and 3.2

Table 3.1 Scoring Rubric Instrument

No	Name		
	English skills score		
A.	Mentioning about types of animals		
B.	Make simple sentences about animals		
C.	Mention simple sentences about animals in front of the class		
D.	Writing types of animals		
E.	Character score		
Total			
Final score			
Class: _____ Teacher: _____ Date: _____			

Table 3.2 Criteria description of character score

Value	Description
5	Students are Very good in discipline, independent and team groups
4	Students are good in discipline, independent and team groups
3	Students are Medium in discipline, independent and team groups
2	Students are Enough in discipline, independent and team groups
1	Students are Poor in discipline, independent and team groups

$\text{FINAL SCORE} = \text{TOTAL SCORE} \times 5$
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3.3.2 Research procedure

The researcher conducted the research used several procedures they were planning, action, observation and reflection (Arikunto 2006; Latief 2012). Those four steps were discussed in detail in the following section

A. Planning

In this step, the researcher analyzed and interpreted the result of the preliminary study. Preliminary study is important to be conducted since it is applied to identify the real problems found in the classroom. The preliminary research was conducted by collecting mid-term score. It showed that they had problem. Therefore, the teacher offered the problem by using media “pop-up book”. Furthermore, the researcher arranged some preparations that covered same steps:

1. Designing Lesson Plan

The researcher designed lesson plan based on the regulation in the school (muatan lokal). The researcher focused on second grade. The topic of lesson cycle is kinds of animals. In addition, the researcher constructed lesson plan with pop-up of jungle for cycle 1 and pop-up of sea for cycle 2. They consisted of some components namely: identity, standard competence, basic competence, indicators, time, activity, material, assessment. (See appendix cycle 1 and 2)

2. Preparing the test

In this section the researcher prepared the test. The researcher prepares the test in several steps. First, the researcher determined test for students. The researcher chose two tests. There should fill the blank and match the word with the animal picture. Second, the researcher constructed the test. There are 5 questions. Finally, the researcher

constructed two scoring rubrics. They are English skill and character score. The score should be more than minimum criteria (KKM) that is 65.

The test was discussed to the collaborator.

B. Action

Action is a session where the researcher and the collaborator implemented. The researcher implemented the plan by using Pop-up book in the classroom while the collaborator had a role as the observer who observed all the students' activities during the teaching and learning process.

The action was conducted two cycles. The cycle one was done for one meeting with 70 minutes. The researcher only took one day to apply cycle one. Therefore, every cycle was done in two meetings. The time and schedule of this classroom action research represented in table 3.3

Table 3.3 Schedule of classroom action research

No	Cycle	Topic	Date	Activity
1.	Cycle 1	"Jungle Pop-Up Book"	Thursday, 08 - 11 -2017	Attached in RPP
2.	Cycle 2	" Sea Pop-Up Book"	Thursday, 15- 11-2017	Attached in RPP

C. Observation

Observation was a stage in which the process of observing the activities when the action was being implemented by the researcher in the classroom. Field note and scoring rubric were used to get information during the implementation of Pop-

up book in learning process. The researcher and the collaborator worked together to analyze the data taken from field note and scoring rubric.

D. Reflection

In this stage, the researcher and collaborator evaluated together the process of teaching and learning. The researcher and collaborator analyzed the findings in learning process. Moreover, in this phase, the researcher and collaborator also discussed the next plan for cycle 2 based on the result of 1st cycle's reflection.

3.4 Data Analysis

In data analysis, the research used verbal information and numerical information. Verbal information data were taken from field note and documentation. The researcher also analyzed the numerical information data were taken from scoring rubric to know the tendency of students' English score. The researcher identified the progress of the students' English skill due to the action. Furthermore, the research tried to calculate the average of students' English skill score in each cycle. It was used to know how far the student's English skill.

1. The students' English skill assessment is score as follow:

$$\text{Score} = \text{total score} \times 5$$

(Sudjana 2004)

2. Tabulating the students score

No	Name	Cycle 1	Cycle 2	Total
1				
2				
Avarage Minimun score Maximun score				

